

# High Tech Elementary

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	High Tech Elementary
<b>Street</b>	2150 Cushing Rd.
<b>City, State, Zip</b>	San Diego, CA , 92106-6189
<b>Phone Number</b>	(619) 564-6700
<b>Principal</b>	Paula Marra, Director
<b>Email Address</b>	pmarra@hightechhigh.org
<b>School Website</b>	<a href="http://www.hightechhigh.org">http://www.hightechhigh.org</a>
<b>County-District-School (CDS) Code</b>	37683380131565

## 2023-24 District Contact Information

<b>District Name</b>	High Tech Elementary
<b>Phone Number</b>	(619) 725-8000
<b>Superintendent</b>	Jackson, Lamont
<b>Email Address</b>	ljackson@sandi.net
<b>District Website</b>	www.sandi.net

## 2023-24 School Description and Mission Statement

### About Our School

Paula has been an educator for over 25 years and has a broad range of experience as an educator, from teaching assistant to class teacher, grade-level coordinator, chief academic officer and director of enrichment. She specializes in primary education, using a variety of teaching methods derived from her experience with multiple international curricula, emphasizing project-based learning/STEAM and design thinking. She was the founding Chair of the STEAM Special Interest Group at the European Collaborative of International Schools (ECIS). She has been a Design Thinking Coach with the Teachers' Guild, and has co-led workshops at the Stanford d.School, Project Zero (Harvard University Graduate School of Education), NYSAIS and the Metropolitan Museum of New York.

Paula is originally from Brazil, where she first trained as a teacher. She subsequently trained in the Montessori method in London, where she lived and taught for several years. She received an Advanced Diploma in Professional Development, Inclusive Education, from Queen's University Belfast; and since coming to the U.S., has continued her professional development at Harvard Wide World (Harvard University Graduate School of Education), the Teacher Training Center in London, Global Online Academy, ICEP Europe and IDEOU.

### Mission Statement

Our mission is to create a school community where students achieve more than they think possible, becoming active contributors to building a better world and teachers can fulfill their highest aspirations. Our classrooms are fully inclusive, as our goal is to disrupt educational inequities by supporting students' physical, social-emotional, and intellectual well-being.

### HTE's Commitment to Our Community

We value all identities and are committed to creating an inclusive and safe environment for everyone. We aim to empower students to identify and address biases and work towards resolving inequitable practices within our community. We welcome open conversations about diversity, equity, inclusion, and belonging (DEIB) topics and believe that every member of our community shares responsibility in creating a more equitable society. We are committed to disrupting practices that perpetuate inequities and are confident that through our collective efforts, we can achieve a liberatory education for all.

## 2023-24 School Description and Mission Statement

### HTH Design Principles

#### Equity

High Tech High is an equity project. Teachers work actively to address inequities and help students reach their full potential. Our schools are intentionally diverse, enrolling students through a zip code-based lottery aimed at creating schools that are reflective of the communities we serve. Teachers recognize the value of having students from different backgrounds working together, and employ a variety of approaches to accommodate diverse learners without academic tracking. All High Tech High graduates complete the requirements for acceptance into the California public university system.

#### Personalization

High Tech High teachers practice a learner-centered, inclusive approach that supports and challenges each student. Students pursue their passions through projects, and reflect on their learning. Recognizing that identity development and personal growth occur in the context of community, our schools foster relationships of trust, caring, and mutual respect among students and adults through program design elements such as small school size, small classes, home visits, advisories, and student collaborative work.

#### Authentic Work

High Tech High school projects integrate hands and minds and incorporate inquiry across multiple disciplines, leading to the creation of meaningful and beautiful work. Students engage in work that matters to them, to their teachers, and to the world outside of school. Students connect their studies to the world through fieldwork, community service, internships, and consultation with outside experts. Our facilities are collaborative workplaces with small-group learning and project areas, relevant technology, and common spaces where artwork and prototypes are created and displayed.

#### Collaborative Design

High Tech High teachers collaborate to design curriculum and projects, lead professional development, and participate in hiring, while seeking student experience and voice in each of these areas. With students as design partners, staff functions as reflective practitioners, conducting inquiry into equitable teaching and learning, school culture, project design, and authentic assessment. We are all still learning."

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	73
Grade 2	72
Grade 3	73
Grade 4	73
Grade 5	72
<b>Total Enrollment</b>	<b>432</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2%
Male	49.8%
American Indian or Alaska Native	0.5%
Asian	3%
Black or African American	3.9%
Filipino	1.4%
Hispanic or Latino	48.8%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	13.2%
White	28.9%
English Learners	10.9%
Foster Youth	0.2%
Socioeconomically Disadvantaged	47.5%
Students with Disabilities	13.9%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.00	88.89	5313.50	88.64	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	5.56	51.00	0.85	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	191.10	3.19	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	5.56	194.90	3.25	12115.80	4.41
<b>Unknown</b>	0.00	0.00	243.90	4.07	18854.30	6.86
<b>Total Teaching Positions</b>	18.00	100.00	5994.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.00	88.89	5336.60	88.47	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	2.00	11.11	66.90	1.11	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	219.20	3.64	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	219.20	3.63	11953.10	4.28
<b>Unknown</b>	0.00	0.00	189.70	3.15	15831.90	5.67
<b>Total Teaching Positions</b>	18.00	100.00	6031.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	High Tech Elementary uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, HTE students publicize much of their work online at <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a>		0%
<b>Mathematics</b>	High Tech uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, our students publicize much of their work online at <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a>		0%
<b>Science</b>	High Tech uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, our students publicize much of their work online at <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a>		0%
<b>History-Social Science</b>	High Tech uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, our students publicize much of their work online at <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a>		0%
<b>Foreign Language</b>	High Tech uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, our students publicize much of their work online at <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a>		0%
<b>Health</b>	High Tech uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, our students publicize much of their work online at <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a>		0%
<b>Visual and Performing Arts</b>	High Tech uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, our students publicize much of their work online at <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a>		0%

## School Facility Conditions and Planned Improvements

HTE is a 41,464 square foot, two-story, elementary school that was built in 2015. The building is in excellent condition, with maintenance and custodial services provided by on-site staff. There are no maintenance needs beyond those that are routine for a school of this size.

Year and month of the most recent FIT report

January 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	37	47	51	52	47	46
<b>Mathematics</b> (grades 3-8 and 11)	26	38	39	40	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	214	211	98.60	1.40	47.39
<b>Female</b>	113	110	97.35	2.65	55.45
<b>Male</b>	101	101	100.00	0.00	38.61
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	11	11	100.00	0.00	54.55
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	101	100	99.01	0.99	46.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	23	23	100.00	0.00	52.17
<b>White</b>	67	65	97.01	2.99	46.15
<b>English Learners</b>	16	16	100.00	0.00	25.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	11	11	100.00	0.00	63.64
<b>Socioeconomically Disadvantaged</b>	108	107	99.07	0.93	40.19
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	40	95.24	4.76	20.00

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	214	211	98.60	1.40	37.91
<b>Female</b>	113	110	97.35	2.65	33.64
<b>Male</b>	101	101	100.00	0.00	42.57
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	11	11	100.00	0.00	27.27
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	101	100	99.01	0.99	31.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	23	23	100.00	0.00	47.83
<b>White</b>	67	65	97.01	2.99	43.08
<b>English Learners</b>	16	16	100.00	0.00	6.25
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	11	11	100.00	0.00	54.55
<b>Socioeconomically Disadvantaged</b>	108	107	99.07	0.93	31.78
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	40	95.24	4.76	17.50

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	21.67	26.09	35.99	38.07	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	70	70	100.00	0.00	27.14
<b>Female</b>	38	38	100.00	0.00	28.95
<b>Male</b>	32	32	100.00	0.00	25.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	38	38	100.00	0.00	21.05
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	20	20	100.00	0.00	25.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	41	41	100.00	0.00	24.39
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	14	100.00	0.00	21.43

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90	88	94	86	86

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

High Tech Elementary's Parent Association has been instrumental in improving communication with parents and getting more parents involved in supporting the school and its students by volunteering in classrooms, driving and chaperoning on fieldwork, planning and coordinating fundraising efforts to give money back into school programs as well as planning/organizing community events. The Parent Association holds monthly PA meetings. HTe also has monthly Parent Learning Coffees hosted by the Director and Teachers, each coffee has a different topic (PBL @ HTe, Literacy @ HTe to name a few). Parents have an active voice at HTe and they collaborate with the school to positively affect student learning outcomes. HTe Parent association fosters a positive social environment for students and families from all communities.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	438	433	134	30.9
Female	220	217	59	27.2
Male	218	216	75	34.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	13	13	3	23.1
Black or African American	19	17	3	17.6
Filipino	6	6	1	16.7
Hispanic or Latino	213	211	77	36.5
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	57	57	19	33.3
White	127	126	30	23.8
English Learners	47	47	19	40.4
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	217	214	75	35.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	83	81	28	34.6

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.22	3.51	2.97	0.06	2.51	2.70	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.05	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.97	0
Female	0	0
Male	5.96	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	7.69	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.82	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	3.94	0
English Learners	2.13	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.69	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.43	0

## 2023-24 School Safety Plan

HTE reviews and updates its Comprehensive School Safety Plan ("CSSP") and Confidential Site Emergency Response Plan ("SERP") annually.

The CSSP is shared with students and families online via the HTH website at [www.hightechhigh.org](http://www.hightechhigh.org). The CSSP and SERP are shared with staff at the beginning of the school year, and the emergency policies and practices outlined in the CSSP and SERP are shared with students throughout the year during practice drills.

The plan includes policies and procedures addressing topics such as: disaster preparedness; crisis response; mental and physical health; earthquake emergencies; school learning environment; discipline, suspension, and/or expulsion; hate crime reporting; child abuse reporting; release of a pesticide or toxic substance; and more.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	24		3	
2	24		3	
3	25		3	
4	25		3	
5	25		3	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	
1	23		3	
2	23		3	
3	22		3	
4	23		3	
5	24		3	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	3	0
1	24	0	3	0
2	24	0	3	0
3	24	0	3	0
4	24	0	4	0
5	24	0	3	0
6	0	0	0	0
Other	0	0	0	0



## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$11438.00	\$2518.00	\$8920.00	\$59832
<b>District</b>	N/A	N/A	\$10758.00	\$90,641
<b>Percent Difference - School Site and District</b>	N/A	N/A	-18.7	-37.6
<b>State</b>	N/A	N/A	\$7,607	\$87,885
<b>Percent Difference - School Site and State</b>	N/A	N/A	30.0	-35.2

## Fiscal Year 2022-23 Types of Services Funded

The school offers a well-attended before and after school program that is geared toward safe and fun activities for all children. Academic Coaches support students in all grade levels K-5. and Exploratory teachers provide instruction in Engineering, Art & Dance, and Outdoor Leadership. All students participate in project field work in order to experience learning in the field. During these courses, all students have access to technology to complete their school work.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$50,743	\$55,550
<b>Mid-Range Teacher Salary</b>	\$77,105	\$80,703
<b>Highest Teacher Salary</b>	\$107,402	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$145,885	\$137,703
<b>Average Principal Salary (Middle)</b>	\$151,051	\$143,760
<b>Average Principal Salary (High)</b>	\$164,119	\$159,021
<b>Superintendent Salary</b>	\$375,000	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	32.34%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	4.66%	4.87%

## Professional Development

Professional development is an important facet at HTH schools. Dedicated time to hone one's teaching practice is incorporated into each teacher's work year, per their contract, and takes multiple forms:

- **Staff days:** Veteran staff return to school 8 days before school starts. There are also 5 staff days throughout the year plus 2 additional staff days at the end of the year. Staff days are an opportunity for teachers to learn from one another, built on the belief that "we have a lot of expert knowledge right here in our building."
- **New Teacher Odyssey:** Prior to the 8 staff days for veteran teachers, teachers new to HTH participate in a 5 day "Odyssey." During Odyssey, teachers experience project based learning as learners themselves, engaging in a Project "Slice"; a shortened version of a project with the key components.
- **Weekly Meetings:** Teachers arrive one hour before school starts to engage in collegial dialogue. Meetings occurs at least 4 days per month, on Fridays before school start. In practice, these meetings serve as a theoretical context for veteran and new teachers to reflect on and refine their day-to-day practice. These meeting enable teachers to collaborate, analyze data, plan projects, and tackle dilemmas. Teachers also meet for extended half-day professional development in the afternoon twice a month. Every other week teachers have Student Consultencies on Tuesday mornings before school starts.

It is worth noting that, as part of the HTH charter management organization, HTH teachers receive additional professional development support through the HTH Credential Program and the HTH Graduate School of Education.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	15	15	15